

Emphasis on Excellence



**a wasted skill, a misapplied ability is a threat
to the capacity of a free people to survive.**

■ According to one loyal Kansan, for years the major export item of the Sunflower State has been its brain power. By this he means that many of the very brightest high school graduates have tended, if they could find scholarship support or help from home, to go out of state to pursue their higher education. Some, of course, later returned to Kansas; many did not.

Now this loyal Kansan, who is also a loyal American, has no objection to his state's providing a disproportionate share of other states' leadership in business, government, education, etc. But he and others like him at the University of Kansas are determined to ensure that no brilliant young Kansan *need* go far from home to get the most challenging, stimulating, and rigorous undergraduate education possible. They are determined to provide that kind of education right within the state university itself, and are proving that it can be done.

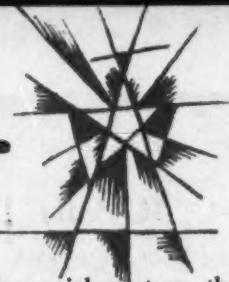
This is no easy task, for the University of Kansas, like many state universities, is required by law to admit any graduate of any accredited high school in the state. It does not require a long period of reflection to conclude that under these circumstances the student body must of necessity represent an extremely wide

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range of academic ability—particularly in the freshman and sophomore years, before a kind of natural attrition has taken its toll of the least able. Yet it is in precisely those first two years that the best students need great intellectual challenge if they are not to become disillusioned with the whole learning process. So Kansas' problem becomes twofold: "How do we get the best brains to come here, and what do we do for them when they do come?"

Kansas is fortunate in having as dean of its college of liberal arts and sciences a man who really likes the problems of "deaning," a man who in fact takes on more than usual. The ordinary dean's time is, of hard necessity, largely consumed by problem students—those in academic or social trouble or both. But George R. Waggoner of Kansas, while occupied with those students also, over the past few years has devoted an inordinate amount of time to "problem" students at the other end of the scale—those who are so bright that the ordinary program just isn't adequate for them. It was he who first conceived of the idea for Kansas' gifted student program. He had the enthusiastic backing of Chancellor Franklin D. Murphy, who means it when he says that the University's task "is to challenge each and every student, whatever his individual ability, to extend himself to the outer limits of his capacity."

**a society must learn to regard every
instance of a misuse of talent as an injustice
to the individual and an injury to itself.**



K. U.'s gifted student program began in 1955, and has grown in size every year since. Last fall, 85 freshmen—43 women, 42 men—were in the program. The important thing is that they had been invited to participate even before they came to college, having been identified on the basis of aptitude and achievement tests, high school grades, and personal interviews. Six of last fall's group are holders of National Merit Scholarships, and 41 others reached the finals in that competition. This places them within the upper 2 per cent of the nationwide high school class of 1958. Others of the entering group hold Summerfield (for men) or Watkins (for women) scholarships, which are the highest scholastic honors Kansas students can attain.

Most of last year's 85 are Kansans, although several other states are represented. The students' social, economic, and educational backgrounds are widely varied. In two instances, both parents are Ph.D.'s; in six other cases, one parent did not attend high school. The parents are laborers, bank presidents, truck drivers, teachers, ministers, farmers. (Teachers contribute more than their proportionate share of gifted children, according to the experience at Kansas.)

Once on the campus, each student is assigned to a faculty adviser who counsels not more than seven students. From then on, the program has no formal structure; in fact, it is so flexible that Dean Waggoner wishes he didn't even have to use the word "program" to describe it. (This reminds the editor of the *QUARTERLY* of a long standing intention to offer an unsubstantial reward to any reader who can come up with a suitable variety of synonyms for the words "program" and "project.") In large part, the program consists of making exceptions to rules. The special advisers have the authority to waive prerequisites so that gifted students may enter upper level courses. They may allow the students to carry far heavier course loads than average. In addition, all members of the program are accorded full library privileges—the kind that are normally extended only to faculty and graduate students. (The undergraduates exercise their privileges more than the faculty does!)

Acceleration and/or enrichment are the two central features of the effort. Many students achieve junior standing at the end of three semesters; one-third of the group which entered in 1955 finished in three years. On the enrichment side are the special honors sections that have been arranged in almost every subject offered in the college of liberal arts and sciences. In addition, a limited number of interdisciplinary honors courses are being established. And the Western civilization course which is required for all sophomores at Kansas has been included among the freshman year's work for the gifted.

Another feature of the program has been initiated with the help of a Carnegie grant. Each year, about 25 gifted students receive appointments as research assistants. In return for a small stipend they spend several hours each week in active (not clerical) participation in the research undertaking of a senior faculty member. This arrangement has been immensely popular with the students, and the faculty seem to like it too. In fact, several faculty members have arranged to incorporate undergraduate research assistantships into their individual project budgets.

The Carnegie grant also allows the associate dean of the college, Francis H. Heller, to devote half-time to the program. And no one at Kansas would deny that time is what the program takes! In addition to selecting and counseling with the students and their advisers on campus, Dean Heller frequently visits the high schools of the state, telling them of the opportunities for their best students and, without doubt, encouraging the high schools to make greater efforts to provide enriched courses for them before they even get to college.

The effect of the relatively small program has been campus-wide at K.U. Other students often ask if they may join the program. (They may, even if not initially selected for participation, if their performance and promise during freshman year warrant it.) And, although this is a difficult thing to measure with accuracy, it seems that a general respect for brain power has become more widespread. This is perhaps because other students are discovering that brains

don't exclude other talents—20 per cent of the student council was drawn from the gifted student program the year before last, as were two Homecoming Queen finalists.

Most of the honors students plan to go into professional or other graduate training, and a significant number will probably choose college teaching as a career. In 1958, 11 Woodrow Wilson graduate fellowships went to students at Kansas, and in 1959, 12—more than any other publicly supported institution of comparable size received either year. The growing

love for teaching is not surprising. As Dean Heller writes: "The talented youngster who is brought into the intimate relationship of honors classes, research assistantships, close and friendly advising, to name but the key features of the program at the University of Kansas, cannot help learning to appreciate the rich, nonmaterial rewards to be found in teaching. Indeed, in this sense those who devote time above and beyond the call of duty to the gifted student are helping to perpetuate the academic tradition. They may even be training their own replacements!"



■ "The nation which expects to remain ignorant and free . . . expects what never was and never will be," wrote Jefferson. Mass education and equality of educational opportunity, we have been convinced, would preserve our democracy. If we have sometimes forgotten that equality of educational opportunity means the right of better students to more challenging education, we are now on the way to repairing that wrong.

These pages describe Carnegie-sponsored programs for spotting talented students and giving them the kind of education likely to inspire them to make the most of their talents. Information on programs in the colleges and universities—particularly state-supported—is available from the Inter-University Committee on the Superior Student at the University of Colorado at Boulder, which publishes a monthly newsletter, *The Superior Student*. The National Education Association in Washington provides information on programs in the public secondary schools.

more academic or professional pursuits.

In addition, Boston College feels a special responsibility as a major institution of Catholic education. Some Catholic educators have expressed concern that Catholic education has not made a large enough contribution to the preparation of scientists, research men, and college teachers. Whether this is true or not, many professors in Catholic colleges believe that the education offered is not all that it could be. (They might be relieved to know that their colleagues in secular colleges feel the same about their own institutions!) At any rate, Boston College is determined to provide superior programs for talented students, and challenge them to think in terms of excellence and service before settling for the immediate and practical.

The Boston plan, while not exactly cradle to grave, does reach down into the high schools and up into graduate training. Several years ago the College inaugurated a three-person office of special programs, under the direction of English professor P. Albert Duhamel, to be responsible both for the College's honors program and also to integrate high school, college honors, and graduate programs. A four-year Carnegie grant is helping the office expand its work.

In special circumstances, the College will now offer admission to students who do not have high school diplomas;

Boston's Program for the Talented

Boston College (actually a university located just outside the city of Boston) is one of the largest Roman Catholic institutions of higher education in the country, and is located in an area where more than 50 per cent of the citizens are of the Catholic faith. The students come from both public and parochial high schools all over the Northeastern United States. A large number of the teachers in those schools are provided by B.C. Much of the leadership of the

Boston community has come and will come from graduates of the College.

Boston faces some of the usual problems any urban or state university does in attempting to recruit outstanding students and provide outstanding opportunities for them. The high schools on which it draws vary greatly in quality. The economic circumstances of many of the students are such that they feel they must get practical training quickly and start earning a salary immediately after. Yet many of them would profit from further education, and might be good material for

to others it will offer advanced placement in subjects in which the particular student shows proficiency; in some cases it will give sophomore standing to entering students. Of course the high schools which hope to feed students into such programs must themselves have made special provisions, and Professor Duhamel and his staff have offered guidance to many such schools. And this summer, under another Carnegie grant, the College is giving a seminar for high school teachers who want to develop advanced placement courses in American history, biology, French, English, and physics.

B.C.'s honors program actually covers the four college years, although in the freshman year the students who will do honors do not have special seminars or courses. However, they are taught by some of the best and liveliest instructors, are in special sections, and, most important, are provided with special counseling.

In the sophomore year, there are separate small sections in all of the "core" courses. In addition, the honors students are required to take a seminar which in the first semester deals with Western civilization and in the second with Islamic, Hindu, and Chinese civilizations. In these sessions B.C. calls upon professors from neighboring institutions—Harvard, Massachusetts Institute of Technology, Brandeis—as well as its own faculty. This seminar has proved to be so effective in broadening students' outlook and jarring complacencies that B.C. was moved to add to the staff and expand the entire area.

As juniors, the honors students again have separate sections in the core courses and a seminar in science and humanities. They are also urged to complete all the course work needed for their departmental major in that year, so that the senior year can be almost entirely devoted to independent research and writing.

A special feature of the program is that each honors senior will be examined on the results of his research by a professor from a *different* college or university—a practice which puts the College as well as the student on its/his mettle!

Although Boston's program has only recently got under way, Professor Duhamel reports that certain results are already evident. The College is already attracting a larger proportion of very able students than it did previously. And the program is raising the sights of the students. Many of them now see the possibility of going into graduate work, or choosing professional careers, instead of going for the immediate dollar. The high schools too have been led to raise their sights. Summer session at B.C. brings a number of teachers back to campus, and many of them report on a general raising of standards and a drive to get on the bandwagon with better courses.

But perhaps the best tribute is this: after 96 years of womanless glory, the College feels compelled to admit next fall a small number of gifted girl students—compelled by the insistence of the women that they be admitted to these challenging honors courses.

Michigan's Concern for Top Students

For years the University of Michigan has offered special honors courses for juniors and seniors. Then two years ago it began to offer general honors for freshmen and sophomores. Although the University itself has been able to bear most of the cost of the new program, it asked Carnegie for funds to do some related projects.

"It doesn't make a great deal of sense to do something at the college level without strengthening the educational opportunities in the state's high schools," says Professor Robert C. Angell, director of the Michigan

honors council. Accordingly, a major part of the Carnegie grant is being used to allow classics professor Frank O. Copley to serve as a consultant to Michigan high schools. Acting on the assumption that the things that need to be done are already being done somewhere, Professor Copley has visited some of the best schools both within and outside Michigan to see what they are doing with respect to allowing students to skip grades, offering college level courses, and providing other kinds of special treatment for gifted students. Then with his knowledge of both the needs of the University and the potentialities of the high schools, Professor Copley plans, in consultation with others, to prepare a kind of guidebook which schools should find useful.

A continuing evaluation of the new honors plan will also be made under the Carnegie grant. The University wishes to review carefully the procedures by which it selects students for honors work, how effective the counseling is, what methods of teaching seem to work out best, what kinds of special privileges given honors students seem the most useful, and a number of other related topics.

Another use of the Carnegie money has been to develop a course in the natural sciences. Offered for the first time last fall, this class, believed to be the first of its kind in the country, had the services—both in planning and in the classroom—of professors of physics, astronomy, biochemistry, geology, and biology. The course, open to sophomore honors students only, had natural evolution as its theme, and dealt with the evolution of matter, the stellar universe, the earth, and the plant and animal species.

The University is looking for ways to ensure that the bright students who have done freshman and sophomore honors do not become too narrowly specialized when they enter their departmental honors programs. Professor Marvin Felheim of the English



We can then insist, as we must, that democracy is not to be conceived as an invitation to share a common mediocrity but as a system that allows each to express and live up to the special excellence that is in him.



department, a third of whose salary is paid from the Carnegie grant, is working out solutions to this problem. He is encouraging departments to offer honors-level opportunities for students majoring elsewhere, hopes to develop interdisciplinary colloquia, and is experimenting with other ways to help the chemistry major and the literature major, for example, remain in touch.

Honors at North Carolina and Arkansas

The wonderful thing about honors programs is that they have a way of pushing upward and downward and outward. So if you start one, bear in mind the consequences!

Take, for example, programs at the Universities of Arkansas and North Carolina. Some time ago North Carolina established new courses for superior freshmen; within three years the University decided that it must do the same for top-ranking sophomores, juniors, and seniors. Pressure from students who had been in the freshman program contributed to the decision.

Arkansas went at it just the other way. It started departmental honors programs for juniors and seniors; after two years, it became apparent that honors sections should be provided in the general education courses required of all freshmen and sophomores in the college of arts and sciences.

Both institutions turned to Carnegie Corporation for help in expanding their programs, and both got it.

Under the North Carolina plan, each year 50 freshmen (known, presumably jocularly, as the "Suicide 50" to their classmates) are invited to take

special courses in English, mathematics, and Western civilization. Those who wish may enter an honors section for first-year chemistry, or substitute Greek or Latin for math.

Now, with the aid of the Carnegie grant, various departments of the University are developing special courses for outstanding sophomores as well as upperclassmen in the fields of history, English, philosophy, chemistry, and botany. The University itself sees the purpose of these courses as being "to contribute not so much to the erudition of the students as to their intelligence, in the most important and comprehensive sense of the word. These courses are intended to stimulate intellectual initiative, competence and inquiry, and speculative acumen of the type which is desperately needed not only in academic circles but also in public life."

When Arkansas decided to push its honors offerings downward from the junior and senior years, it inaugurated honors or "fast" sections in the freshman and sophomore general education courses in Western civilization, world literature, mathematics, biology, psychology, and philosophy.

By next fall, qualified freshmen will be able to take 90 per cent of their general education work in honors.

Regional Effort for High Schools

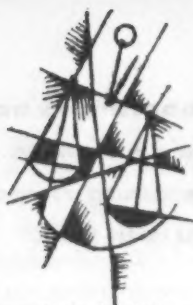
Nineteen states, some of which are neither north nor central, are represented among the 3,500 member institutions of the North Central Association of Colleges and Secondary Schools. An experiment now being

carried on by the Association in 100 of its member high schools may affect even more than the 3,400 other members—to say nothing of thousands upon thousands of students.

Briefly, the Association is trying to help those 100 institutions demonstrate how a high school—any high school—can spot its superior students and provide them with both the motivation and the preparation for further education. The experimental schools—which range in size from fewer than 200 pupils to more than 6,500—were deliberately chosen for a number of reasons. Size, for one. What kinds of neighborhoods are they in? How many of their graduates have they customarily been sending on to college and, perhaps more important, what number of those were among the upper 25 per cent intellectually?

These schools have identified a total of 18,000 of their present students as being academically superior, scoring in the upper 25 per cent nationally on tests of mental ability. In the year that the program has been under way, each of those 18,000 students has been the recipient of some special counseling effort.

This is particularly necessary because already it has been found that many of the youngsters have low concepts of themselves: they don't know that they are bright; they often express surprise and even bewilderment on being told that they are potential college material. And in addition, it often has not occurred to them that the possibility even existed that they might go on to college. Often their parents have little money, and the children have not known of scholarship possibilities. Even more frequently in such cases,



From time to time one still hears arguments over quantity versus quality education . . . but a modern society such as ours cannot choose to do one or the other. It has no choice but to do both.

there has been little in their environment to suggest that higher education even exists, let alone that they might sample some of it. It has been assumed in the home that whenever Johnny finished high school or passed the age for compulsory education (whichever date came first) he would enter the labor market. Thus it often is that the parents' attitudes are largely responsible for their children's lack of motivation for seeking further education. For this reason, many of the schools' counseling efforts have been extended to parents as well as children. One of the early results reported by the schools is the high level of parent interest and involvement in the schools' efforts in behalf of these students.

But identifying the bright student and providing encouragement and some motivation is only half the battle. Words alone cannot provide motivation; love for the intellectual life comes from living the intellectual life. Therefore the Association has encouraged the schools to provide a variety of devices for enriching and strengthening their offerings to bright students. Ninety of the 100 schools have already made some curricular adjustments, in the form of providing special classes; the other ten have made use of extra enrichment within their regular classes. Many are now experimenting with acceleration, such as giving freshman algebra to eighth graders. Before the project was launched only 15 or 20 of the schools had definitive programs for superior students.

The Association's role in all this has been to provide as much advice and help as possible. It has prepared a few publications for the schools, on such subjects as motivation, identifica-

tion, study aids, and scholarships. Its staff members visit the schools to talk with principals, teachers, students, and parents, and pass on news of what is being tried elsewhere. Last summer, the Association ran five workshops for guidance counselors and administrators from the 100 schools. Follow-up workshops were held this summer for the same participants.

There are still thorny problems to be conquered. One critical one is how to identify the real ability of students from culturally deprived neighborhoods. Test results are not always valid in these situations, and the judgments of teachers are not always infallible. These conclusions are reached from the rather startling fact that one of the schools in the North Central project identified only 4 per cent of its student body as falling within the upper 25 per cent of the national intelligence range, while another identified 70 per cent of its students as falling in that category. It is unlikely that either assessment is accurate.

The Association is also trying to find ways and means to reward achievement, and to help teachers learn to give marks which accurately assess learning. Challenging students who do not do as well in school as their aptitude indicates they should, and particularly those students with low academic aspirations, represents yet another area of concern.

It is easy to see why these problems exist; it is not so easy to see how they can be met. But the Association is confident that its schools are finding some answers. There is every reason to believe that those schools will be sending on to college a far larger number of students who *should* go.

National Drive in Public Schools

Of all the Americans of high school age, 87 per cent are where they belong—in high school. Of that 87 per cent, 90 per cent are in the public schools. Thomas Jefferson would be happy!

But the great proponent of free mass education would not be happy if he thought his words about equality of opportunity had been interpreted to mean identity of treatment. Surely he would agree with the words of the recent Rockefeller report on education: "We must seek excellence in a context of concern for all."

Perhaps one of the most encouraging signs on the educational scene is that the powerful National Education Association has been devoting increased attention and energy to ways in which it might help the nation's public schools take a new look at what they are doing for the superior students. Are they doing enough? Are they doing it well enough?

Under a Carnegie grant, Charles E. Bish, former principal of a District of Columbia high school, has been heading a program to provide advice and tangible help to the nation's high schools. The project actually has three major provisions. For one thing, the NEA headquarters in Washington now provides a clearing house service. Its files bulge with descriptions of efforts that are being made in hundreds of high schools to provide more for their better students. Increasing numbers of inquiries are being answered.

The project also provides a consultation service, in the person of Dr. Bish, who on invitation counsels with state

departments of education and city and country school systems.

A series of publications is the third service, and is designed to provide concrete help to the schools as they check what they are doing in the various subject areas. Highly qualified scholars in certain subjects are preparing booklets, in cooperation with the professional teachers' organizations. Already two of them, "Science for the Academically Talented" and "Mathematics" for the same, have been published. One on English is in process; another on social studies is on the way. Still to be done are works on foreign languages and art and music for the academically talented. A booklet for principals of all types of high schools—large, rural, suburban, etc.—on administrative practices and school procedures is planned. So also is one on research and the academically talented: what do we know and what don't we know about how to teach these youngsters?

Just thinking about 28,000 public high schools in a country as large and as diverse as ours gives one pause. It should also give one pride. We have provided educational opportunity for all; we are on the way to providing *better* educational opportunity for each.

Science for Gifted

A double-barreled motivation program involving gifted high school students and gifted graduate students has just got under way this summer at the Rockefeller Institute.

The idea, which belongs to Institute president Detlev W. Bronk, is to inspire scientific interest among talented high school graduates who are about

to enter college, and at the same time to inspire interest in teaching among talented graduate students. Thus the motivators can become the motivated!

This summer program, which was initiated with a grant from Carnegie Corporation, involves 27 carefully selected June high school graduates, and several advanced students at the Institute. The recent high school graduates spend eight weeks doing college level work at the Institute's research laboratories. They are expected to devote all their time to lectures, laboratory work, and study. Therefore scholarships are provided, to enable attendance by those who would otherwise be required to work during the summer.

The graduate students plan the courses, select teaching materials, conduct the lectures, and give laboratory instruction. As Dr. Bronk points out, this is the kind of teaching experience that graduate students, particularly those in scientific research, seldom have. Instead of being mere assistants to senior professors, as graduate students so often are, those chosen at the Institute now have the opportunity actually to organize and teach a course at the college level. If anything is going to interest them in college teaching, this kind of experience at this point in their career should—particularly since their first students are exceptionally bright and eager youngsters.

As for the students, they have the rare opportunity of beginning their higher education in science in one of the world's greatest centers of scientific study and research. The likely effect of such a beginning should be to attract them to careers in science. And they would already have advanced place-

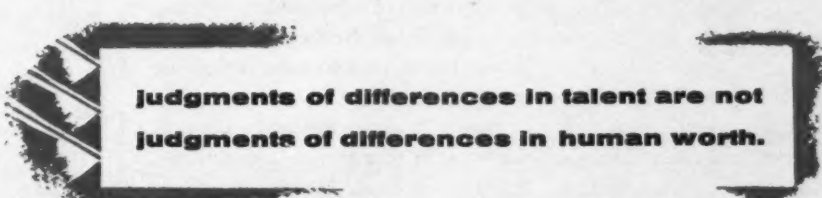
ment on entering college, which would fit them to undertake more significant study immediately.

A Taste of College

A taste of something good whets the appetite. Acting on this well-established theory, the University of Louisville has been inviting small groups of high school students to spend the summer between their junior and senior years attending the University's summer session. This marks the third of a five-year program supported by Carnegie Corporation.

Each summer 40 bright juniors are selected by their principals and teachers (all the Louisville high schools are cooperating with the project) to take 10 weeks of regular freshman work for credit. The main idea is to stimulate greater interest in intellectual growth among superior students. But a closely related one is to interest bright students who ordinarily might not go on to college to think about doing so. For this reason, a high priority is given to those youngsters who have high standings but are not likely to go on to college either because of lack of money or family interest.

Statistics on the first year of the program show that, of the 39 students who completed the 1957 summer program, 34 entered a college or university on a full-time basis in the fall term last year. Of those who didn't, one, a girl who is married, is taking a correspondence course; another is working during the day and taking extension work at night; and a third, who was confined to a hospital during the first term, planned to enroll in college for the spring semester.



**judgments of differences in talent are not
judgments of differences in human worth.**

New Trustee

Robert F. Bacher of Pasadena, California, has been elected to the board of trustees of Carnegie Corporation. Dr. Bacher, a physicist, is director of the Norman Bridge Laboratory and chairman of the division of physics, mathematics, and astronomy at the California Institute of Technology.

The new trustee is a member of the President's Scientific Advisory Committee. Last year, he was one of three U. S. delegates to the Geneva conference on nuclear test cessation.

Dr. Bacher is a graduate of the University of Michigan. During World War II he served for a time as head of the experimental physics division of the atomic bomb project at Los Alamos, and later as head of the bomb physics division. He was a member of the Atomic Energy Commission from 1946 to 1949. In 1946, he was awarded the Medal for Merit.

Staff News

Lloyd N. Morrisett joined the Carnegie staff as an executive assistant on July 1. Mr. Morrisett received the A.B. from Oberlin College and the Ph.D., in experimental psychology, from Yale University. He taught at the University of California at Berkeley, and immediately before coming to the Corporation was a staff member of the Social Science Research Council.

Robert J. Wert resigned from the Carnegie staff on June 1 to accept an appointment as vice provost of Stanford University. Mr. Wert, a graduate of Stanford, served as assistant to President J. E. Wallace Sterling before joining Carnegie Corporation in 1954.

Carnegie Series

The McGraw-Hill Book Company has announced the second title in a new series of books resulting from Carnegie Corporation-sponsored studies dealing

with central issues in American education. The newest book in the Carnegie Series on American Education is Lyman A. Glenny's *Autonomy of Public Colleges*. James B. Conant's *The American High School Today* inaugurated the series.

Dr. Glenny's book deals with the various forms of coordination and control which certain states have employed in the organization of their systems of public higher education. He has studied such patterns of coordination among public universities, colleges, junior and community colleges, and teacher training institutions in 12 states.

Frank C. Pierson's *Education of the American Businessman* and Leland L. Medsker's *The Junior College*, both part of the Carnegie Series, will be published in the fall.

New Grants

Grants amounting to \$1,611,570 were voted during the third quarter of fiscal year 1958-59, which began October 1, 1958.

Included among the grants voted during the past quarter are these:

United States

University of California, for the preparation of a history of the Muslim world, \$47,000.

Carnegie Institute of Technology, for the development of new instructional fields, \$400,000.

University of Kansas, for a program of faculty exchange with the University of Costa Rica, \$80,000.

University of Kentucky, toward support of the International Summer School Unit, \$20,000.

Lawrence College, for development of a program of Asian studies, \$66,500.

University of Rochester, for development of its non-Western civilization program, \$100,000.

Social Science Research Council, for support of a program to advance research on Latin America, \$190,000.

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Helen Rowan, *Editor*

Each issue of the Quarterly describes only a few of many Carnegie-supported projects in a variety of fields. Full listings of all the Corporation's activities are contained in its annual reports, which usually are published in December.

Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 for the advancement and diffusion of knowledge and understanding. It has a basic endowment of \$135 million and its present assets, reckoned at cost value, are approximately \$196 million. The income from \$12 million of this fund may be used in certain British Commonwealth areas; all other income must be spent in the United States.

The Corporation is primarily interested in higher education and in certain aspects of public and international affairs. Grants are made to colleges and universities, professional associations, and other educational organizations for specific programs. In higher education, these include basic research, studies of educational developments, training opportunities for teachers and administrators, and other educational projects of an experimental nature. In public and international affairs, the Corporation is concerned primarily with research and training programs which promise increased understanding of the problems the nation faces and which provide better selection and training of young men and women who must deal with these problems.

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